

# ***Pine City Junior Senior High School***

## **Accommodations/Strategies/Modification Resource Guide**

### **Accommodations=Same Expectations with Added Support**

- \_\_\_\_\_ Increase white space on pages
- \_\_\_\_\_ Lab partners/groups-pair up students (those helpful/those needing help)
- \_\_\_\_\_ Available notes, chapter study guides, highlighted text book
- \_\_\_\_\_ Review, review, review, repeat, repeat, repeat old and new concepts
- \_\_\_\_\_ Extra time, extra help to explain/review concepts (before/after school, study halls)
- \_\_\_\_\_ Individual instruction before and after school; individual conferencing
- \_\_\_\_\_ Let students show you what they know
- \_\_\_\_\_ Occasionally use the test as a worksheet for kids lacking confidence
- \_\_\_\_\_ Oral quizzes and tests
- \_\_\_\_\_ Know student's reading levels and adjust material to match
- \_\_\_\_\_ Copies of notes available to resource and support staff
- \_\_\_\_\_ Accepting late work (if you accept it for other students otherwise a modification)
- \_\_\_\_\_ Retaking quizzes and tests after additional review
- \_\_\_\_\_ Supplemental material which uses more examples and practice to understand
- \_\_\_\_\_ Highlight the words that indicates operation used in the problem
- \_\_\_\_\_ An extra day for homework if they come in and discuss their questions with me
- \_\_\_\_\_ Read all test questions out loud, underline key words
- \_\_\_\_\_ Time for homework questions
- \_\_\_\_\_ Read problems aloud
- \_\_\_\_\_ Worksheets with page numbers, where the answer can be found
- \_\_\_\_\_ Taped stories for required reading
- \_\_\_\_\_ Break up instructions with activities-small group
- \_\_\_\_\_ Bell ringer to focus attention-not intense learning
- \_\_\_\_\_ Split grades for quarter in half/thirds
- \_\_\_\_\_ Shorten gen. ed. classroom time-excuse to BLC to work during independent time
- \_\_\_\_\_ Chunking-dividing assignments into parts
- \_\_\_\_\_ More time for students, more patience for teachers
- \_\_\_\_\_ Prioritizing materials, frequent time with student
- \_\_\_\_\_ Provide opportunities for extra practice
- \_\_\_\_\_ Reduce amount of text students read at one time
- \_\_\_\_\_ Modify materials to student's reading level (Use NWEA web-portal)
- \_\_\_\_\_ Re-take tests, allow for oral tests
- \_\_\_\_\_ Assist in prioritizing assignments
- \_\_\_\_\_ Eliminate visual distractions on the page
- \_\_\_\_\_ Connect and Check provides contact parent, student, and teacher
- \_\_\_\_\_ Peer Tutoring with guidance from content teachers
- \_\_\_\_\_ Highlight main points
- \_\_\_\_\_ Allow students to illustrate the plot of a story
- \_\_\_\_\_ Use notes on tests but cannot get higher than a C
- \_\_\_\_\_ Verbal explanation of how they got the answer, step by step description
- \_\_\_\_\_ Simplify materials down to their essential measurable items
- \_\_\_\_\_ Place a struggling student next to a stronger student, to help them socially as well
- \_\_\_\_\_ Having students get assistance reading tests from classroom teacher/peer helpers
- \_\_\_\_\_ Volunteer to work with students who have difficulties with work
- \_\_\_\_\_ Give copied notes to students who have difficulty keeping up
- \_\_\_\_\_ Extra time for projects, if discussed by teacher and student
- \_\_\_\_\_ Give multiple choices for assignments (student choice)
- \_\_\_\_\_ Re-teach individual private instruction
- \_\_\_\_\_ Video for visual learners (when available)

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### **Teaching Strategies=Strategies teachers can use to help all students (but particularly at-risk students)**

- \_\_\_\_\_ Ask and Check-Individual and class checking for knowledge
- \_\_\_\_\_ Put Tier 2 students in charge of groups increasing their responsibility
- \_\_\_\_\_ Lots of individual praise, find something done right and point it out to all
- \_\_\_\_\_ Make sure students get material in a variety of ways: reading, writing, hands-on
- \_\_\_\_\_ Test content knowledge, not just spelling and reading ability
- \_\_\_\_\_ Stand near student when giving class directions
- \_\_\_\_\_ Teach one method that will always work
- \_\_\_\_\_ Work on own, then pair up, compare and share
- \_\_\_\_\_ Warm up activities with continued review
- \_\_\_\_\_ Visual representations demonstrating mathematical change, done one on one or whole class
- \_\_\_\_\_ Multiple ways to solve-set up arrangement of multiple ways to look at a problem
- \_\_\_\_\_ Drill old and new skills
- \_\_\_\_\_ Let students talk through operations: Survey, question, read, question, complete, question
- \_\_\_\_\_ Write directions on board and say them
- \_\_\_\_\_ Show the value of math in day to day living
- \_\_\_\_\_ Provide concrete aids: shapes, money, deposit slips
- \_\_\_\_\_ Repeat lesson cycle until student is successful
- \_\_\_\_\_ Try to relate instruction to current events
- \_\_\_\_\_ Reteach, immediate and positive feedback
- \_\_\_\_\_ Mnemonic practices
- \_\_\_\_\_ Flexibility is a must
- \_\_\_\_\_ One on one with a para/teacher outside the classroom
- \_\_\_\_\_ There are always choices. If not this-then this. You decide.
- \_\_\_\_\_ Time limits: here are your choices; you have 30 seconds
- \_\_\_\_\_ Teacher's tone is even, conversational, non-confrontational
- \_\_\_\_\_ Correct behavior, don't criticize, don't argue
- \_\_\_\_\_ Have students paraphrase verbally what was read
- \_\_\_\_\_ Read, write and speak instructions so all are clear on expectations
- \_\_\_\_\_ Teach how to find context clues
- \_\_\_\_\_ Review vocabulary daily
- \_\_\_\_\_ Bonus coupons when homework is completed and turned in on time
- \_\_\_\_\_ Powerpoint review for unit tests on Homepage. Students can access and review
- \_\_\_\_\_ Peer partners
- \_\_\_\_\_ Peer assistant and explanation of what is covered in class
- \_\_\_\_\_ Sing
- \_\_\_\_\_ Make them feel good about their ideas on how to improve a lesson-use their idea
- \_\_\_\_\_ Let at-risk students work with my class during his/her study hall. Sometimes they are a helper-great self-esteem booster for them.

### **Modifications= Changing what you expect the student to complete/learn**

- \_\_\_\_\_ Modified/alternative tests, reduced/alternative assignments, most \* points
- \_\_\_\_\_ Modified grading scale
- \_\_\_\_\_ Individual Contracts-"If you can do this, I will modify this."
- \_\_\_\_\_ Bargaining and making deals with students who have fallen so far behind
- \_\_\_\_\_ Modified, reduced, alternative assignments
- \_\_\_\_\_ Reduced assignments
- \_\_\_\_\_ Modified study guide with modified tests

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- \_\_\_\_\_ Modify materials to student's reading level (Use NWEA web-portal Lexile)
- \_\_\_\_\_ Modify assignments set students up for small success rather than big failure
- \_\_\_\_\_ Reduced items on tests and assignments
- \_\_\_\_\_ Reduced assignments-fewer vocabulary words
- \_\_\_\_\_ Modify skill grade as needed
- \_\_\_\_\_ Exempt some assignments for some students when they have fallen behind
- \_\_\_\_\_ Shorter oral test when possible
- \_\_\_\_\_ Multiple choice quizzes-limit options to 2 instead of 4
- \_\_\_\_\_ Breaking tests into segments by giving a word bank of 5-10 choices